The Flipped Classroom: Preparing Students for In-Class Learning with Online Activities

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American English Webinar

Agenda

- What is “flipped” learning ?
- Why flip learning?
- How can you flip learning?
- Final thoughts (advice) on flipping and integrating in-class learning with online activities

The Flipped Classroom

- **Flipped learning** is a pedagogical approach in which direct **instruction moves from the group learning space to the individual learning space**, and the resulting group space is transformed into a dynamic, interactive, learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (Flipped Learning Network).

http://flippedlearning.org/FLN

FLIP: 4 Pillars

- **F**lexible environment
  - learning styles; timelines for learning; learning spaces
- **L**earning Culture
  - Instruction is learner-centered
- **I**ntentional Content
  - Class content is designed with flip in mind
- **P**rofessional Educator
  - Observe, provide feedback, reflect, tolerate “organized chaos

http://flippedlearning.org/cms/lib07/va01923112/centricity/domain/46/flip_handout_fnl_web.pdf

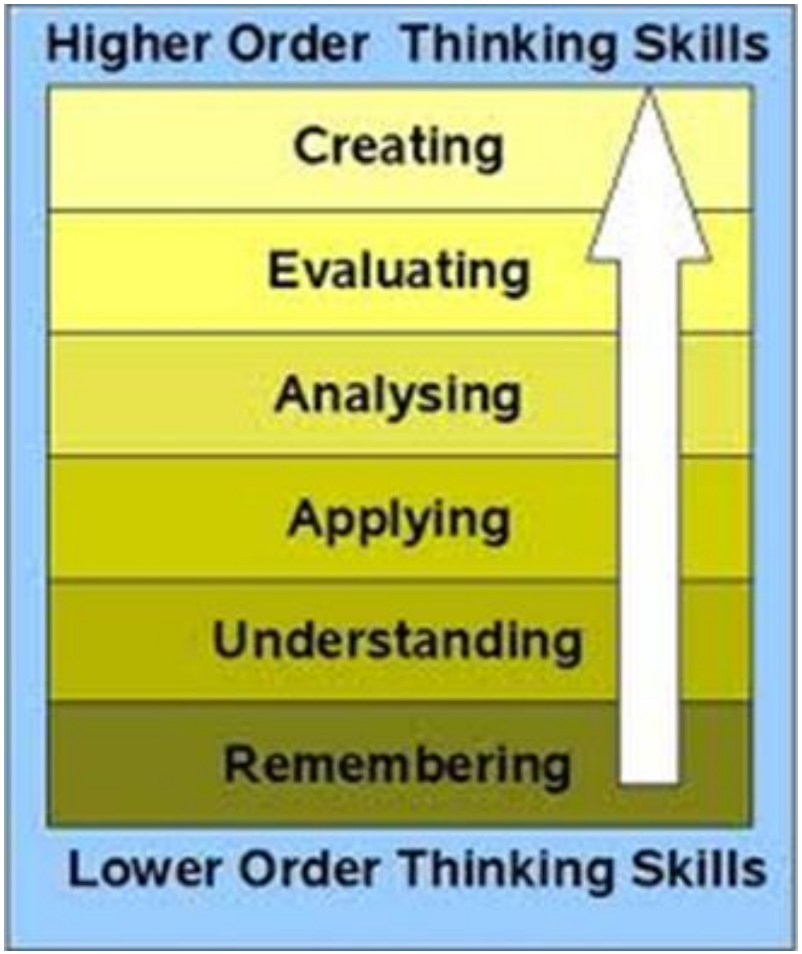
“Flipped Classroom”

- “The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed” (Educause, 2012).

The Flipped Classroom

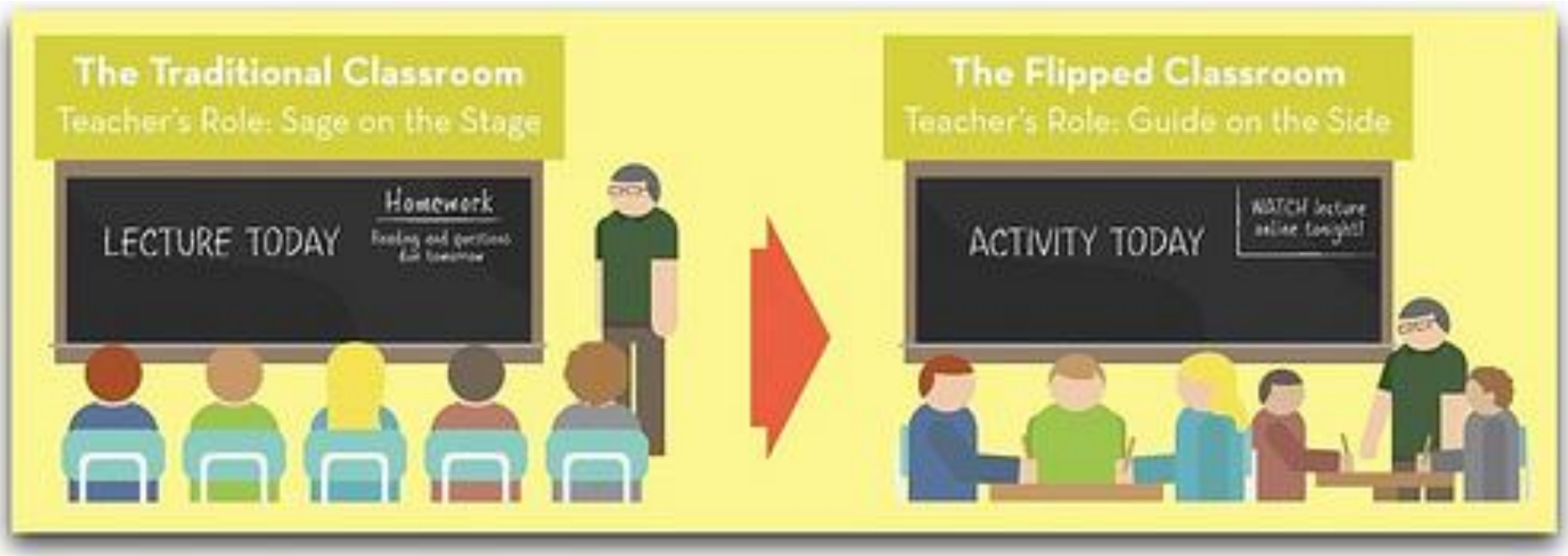
- “Students gain *first-exposure learning* prior to class and focus on the *processing* part of learning (synthesizing, analyzing, problem-solving, etc.) in class.” (Walvoord, Anderson, 1998)

Bloom's Taxonomy



“Flipped Learning”

- Moving instruction from inside classroom to outside classroom
- Creating a dynamic, interactive classroom (Flipped Learning Network).

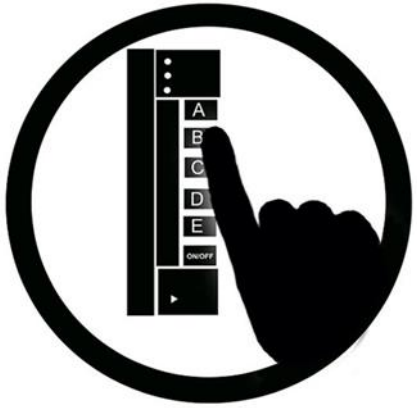


https://teachmspost.wordpress.com/

“Flipped Lessons”

Peer Instruction

- Students see content before class
- Quizzes are used to make sure students come to class prepared
- Teacher checks understanding by using polling questions



Peer Instruction

- If more than ~30% of the class answers incorrectly, students discuss in small groups
- The instructor provides feedback
- The question is asked again

Past Perfect

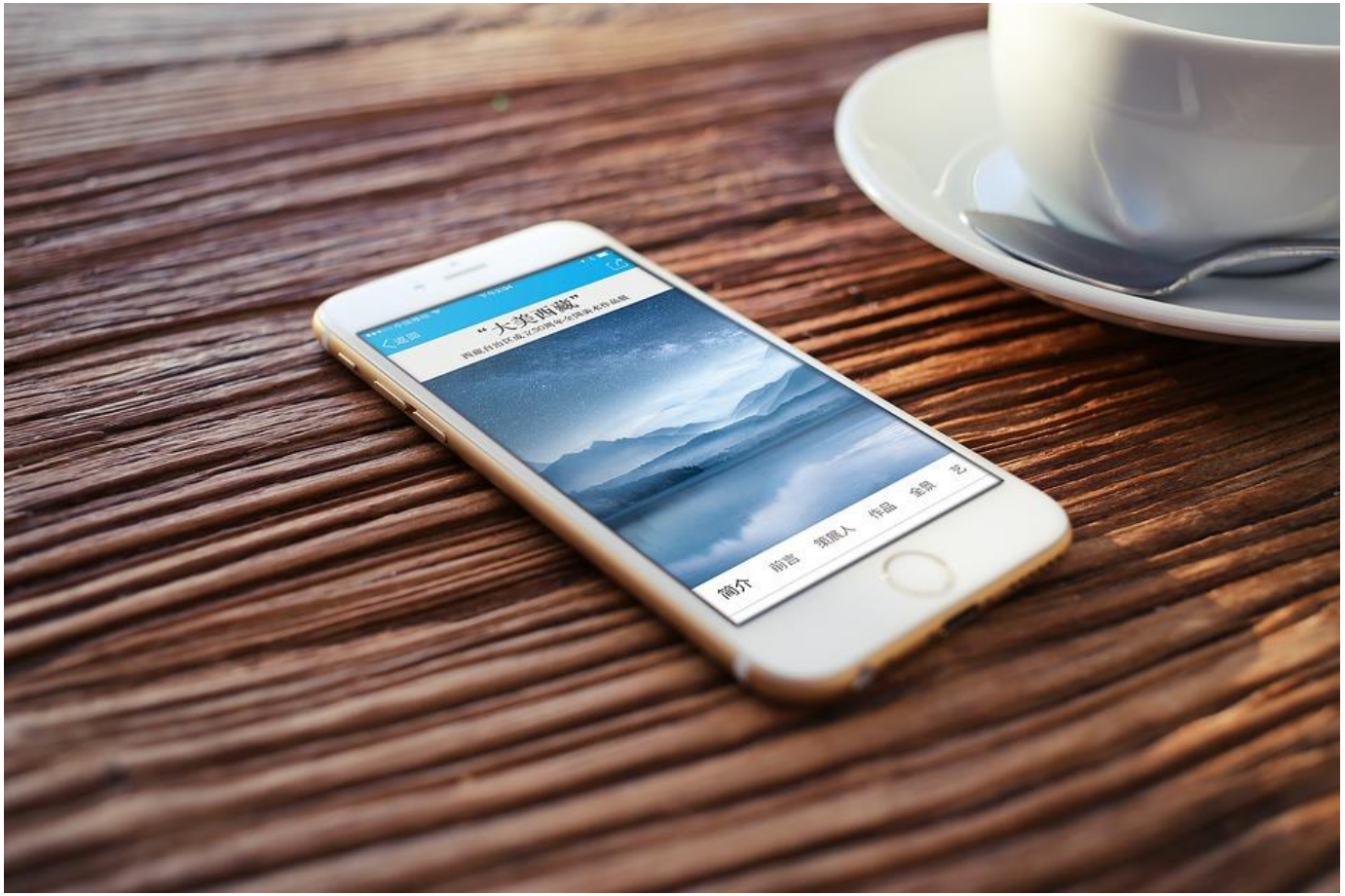
Is the form of the past perfect correct in the following sentence?

I had wrote one paragraph before I went to sleep.

A. Definitely correct
B. Maybe correct
C. Maybe incorrect
D. Definitely incorrect

“Flipping is not for me.”

Flipping with smartphones



Bergbahnstation

“Flipping”

- How MIGHT this apply to my context?
- Listen
- Determine
- Implement or continue
- *In flipping, half of the learning happens in class.

“Traditional” Flip

- In the ESL field, we don’t really lecture; we explain.

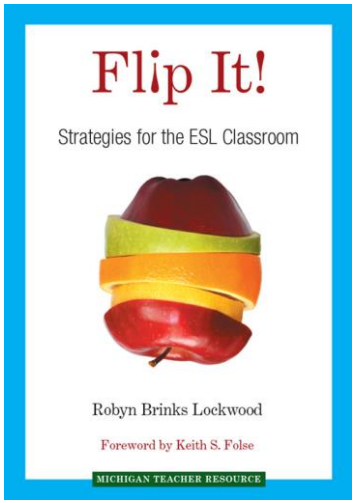
“Traditional” Flip

- Traditional flip: students read about a “new” grammar structure before the teacher “explains” it
- The reading is done for homework

“Traditional” Flip

- “Students read at home, do activities, and check answers with partner in class and then write, read, practice, interact in class.”
  - Robyn Brinks-Lockwood, Stanford

- The value of a textbook



http://www.press.umich.edu/7110704/flip_it!/?s=look_inside

Flip/Flipped/Flipping

- Instruction → outside class
- Inside class → concept checking/practice

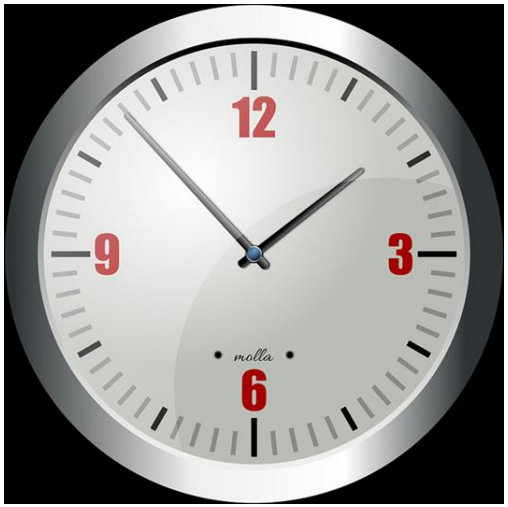
- Why?

Why?

- Why do teachers decide to flip learning?

Why flip learning?

- Time



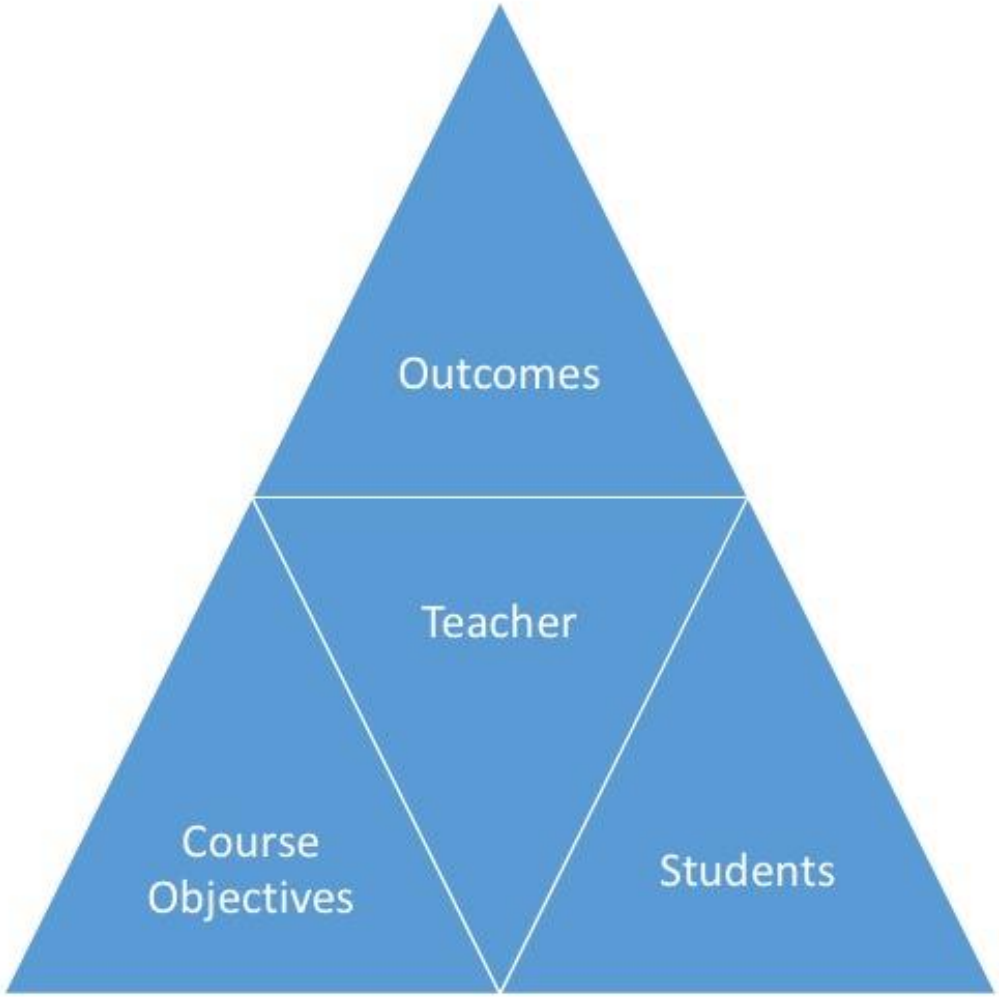
- Autonomous learning

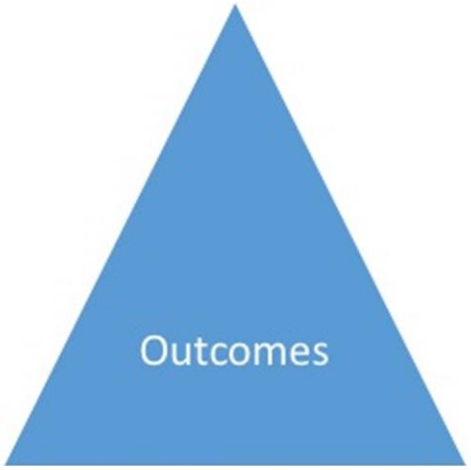
What's driving your "learning train"?

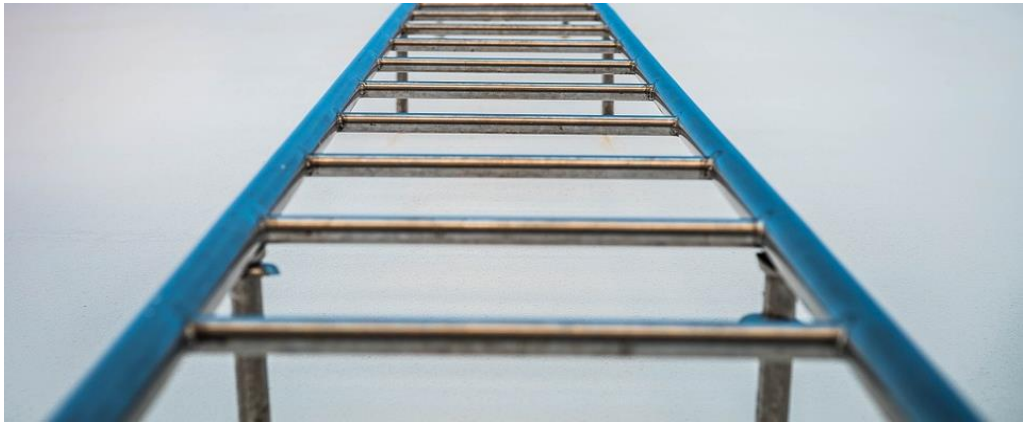
What's driving your "learning train"?

- ~~Technology~~
- ~~"Everybody" is talking about it~~
- ~~Required~~

- Student learning


Outcomes
Teacher
Course Objectives
Students





Our students

Why flip?

- Time
- “We didn’t get to that because we didn’t have **time**.”
- **Time** for what?
  - How is **class time** spent?
  - How much **practice time** is there for students?

Why flip learning?

- I’ve flipped my classroom. Now what?
  - Derek Bruff, Vanderbilt University

https://cft.vanderbilt.edu/2014/02/ive-flipped-my-classroom-now-what/

Why flip learning?

Why flip?

Why flip?

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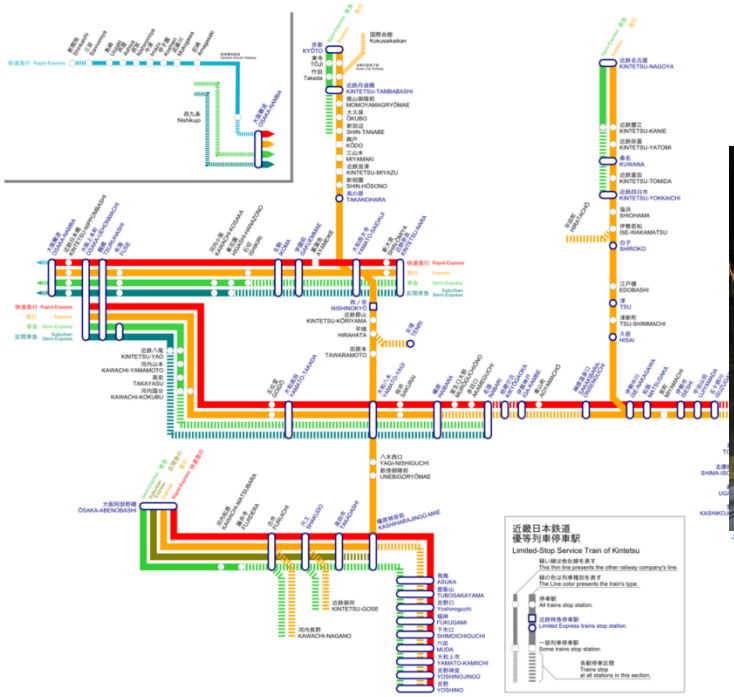

近畿日本鉄道
優等列車停車駅
Limited-Stop Service Train of Kintetsu

AMTRAK
2037

Why flip?

- Pacing and individualized learning
- Day 1 of a new unit can be “painful”
- Stronger students = bored
- Students who are not as strong = lost

Why flip?

- Flipping can even the playing field
- Flipping can better prepare students to ask good questions earlier in the unit
- How?

Day 1

- Flipping day 1 of a unit can eliminate the metalanguage component
  - Why is this a “comma splice”?
- Students can pose basic questions having thought about the content
- Instruction is not dictated by the pace of the slowest nor the fastest

Flipped Grammar Project (2012-2013)

- Georgetown University (Center for Language Education and Development)
- Initiative Technology Enhanced Learning (ITEL)
- Flipped units in intermediate grammar class
- 300+ hours of materials creation, research, analysis
- *Two classes

https://itel.georgetown.edu/

Research Questions

- The project began with two main research questions:
  - How does a flipped approach impact the type and extent of learning activities?
  - Does flipping the curriculum increase learning effectiveness?

Our Flipped Context

- Open Learning Initiative (Carnegie Mellon University)
- Flipped 2 units (past perfect & phrasal verbs)
- Traditionally flipped several units

Our Flipped Context

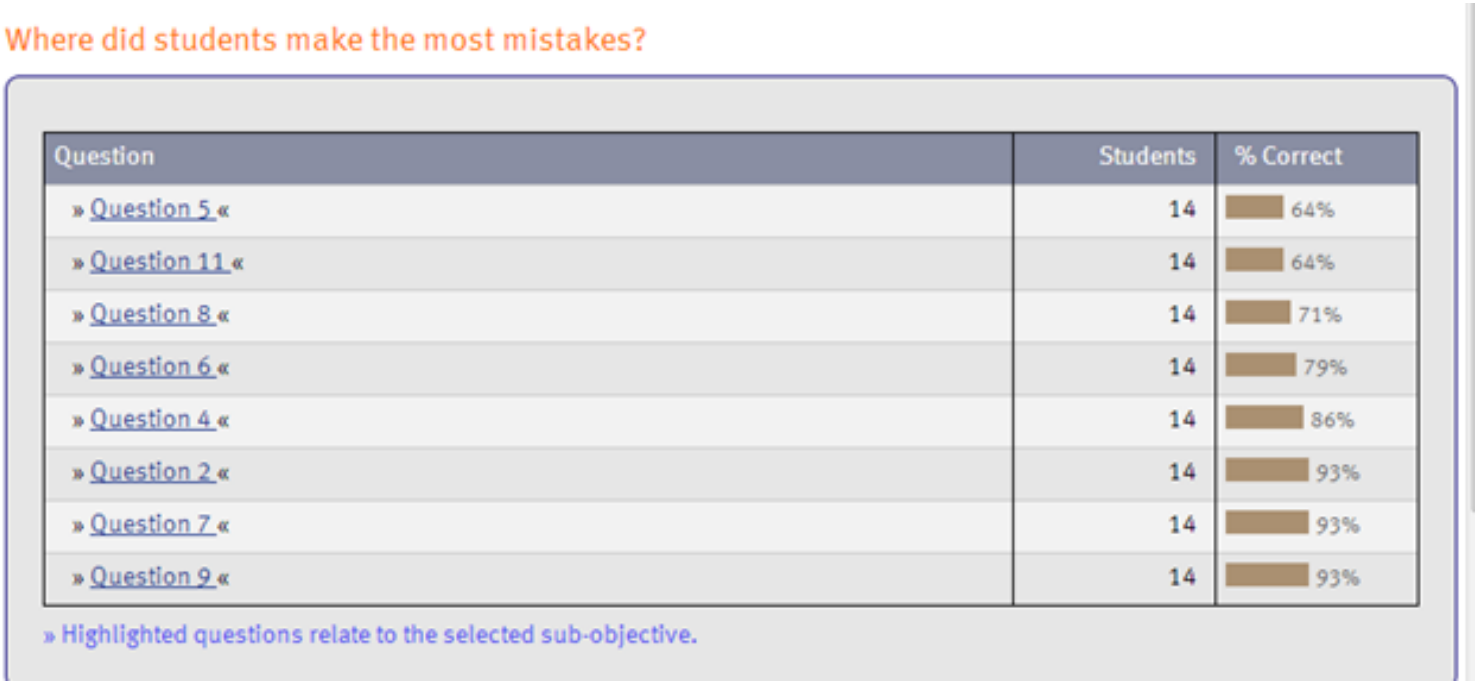
Outside of Class

- **Tech:** Students watched videos and completed homework in OLI
- **Low-tech:** Students read grammar explanations/charts in textbook and completed exercises

In Class

- Concept checking with clicker
- Practice and feedback

OLI


Where did students make the most mistakes?
Question
Students
% Correct
» Question 5 «
14
64%
» Question 11 «
14
64%
» Question 8 «
14
71%
» Question 6 «
14
79%
» Question 4 «
14
86%
» Question 2 «
14
93%
» Question 7 «
14
93%
» Question 9 «
14
93%
» Highlighted questions relate to the selected sub-objective.

OLI

How many students have *worked on* this activity?

14 of 14 students

What is the average percentage correct for this activity?

64% correct

Question 1

14 responses, 64% correct

_____ 2011, well before his 30th birthday, Mark Zuckerberg had already gone to Harvard, started a company that drastically changed the way people communicate, and had a movie made about him.

A. By
B. When
C. By the time
D. Because
E. Until

12
9
3
6
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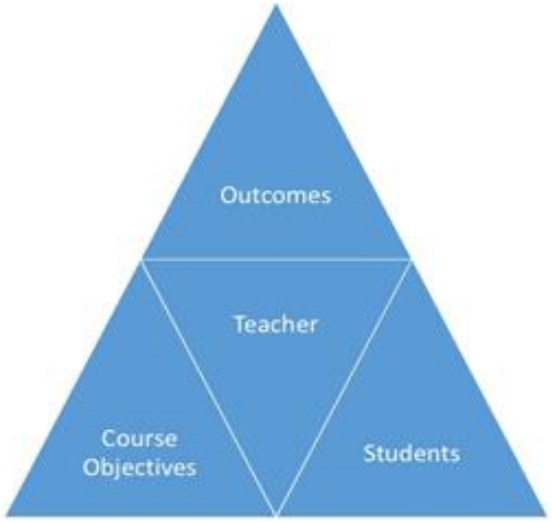

Outcomes
Teacher
Course Objectives
Students

What do English Language Learners (ELLs) think about flipped learning?

Student Reactions

+

- OLI
- Videos
- Immediate feedback

-

- Inductive learning
  - Learning from book
- Lack of explanations in class

Common Student Quote In Flipped Learning

- “I'm not able to ask questions when I have some problems understanding something.”

What do ELLs think about flipping?

- “I don’t know how I am improving, but I am.”

What do ELLs think about flipping?

- “I suggest when we take one lesson, please don't move to other lesson before you make sure all of the student understand 100%.”

What do ELLs think about flipping?

- “She wanted us to learn by ourselves from the book…get back to the conventional strategy, which is using the board.”

Do you think these videos help you learn?

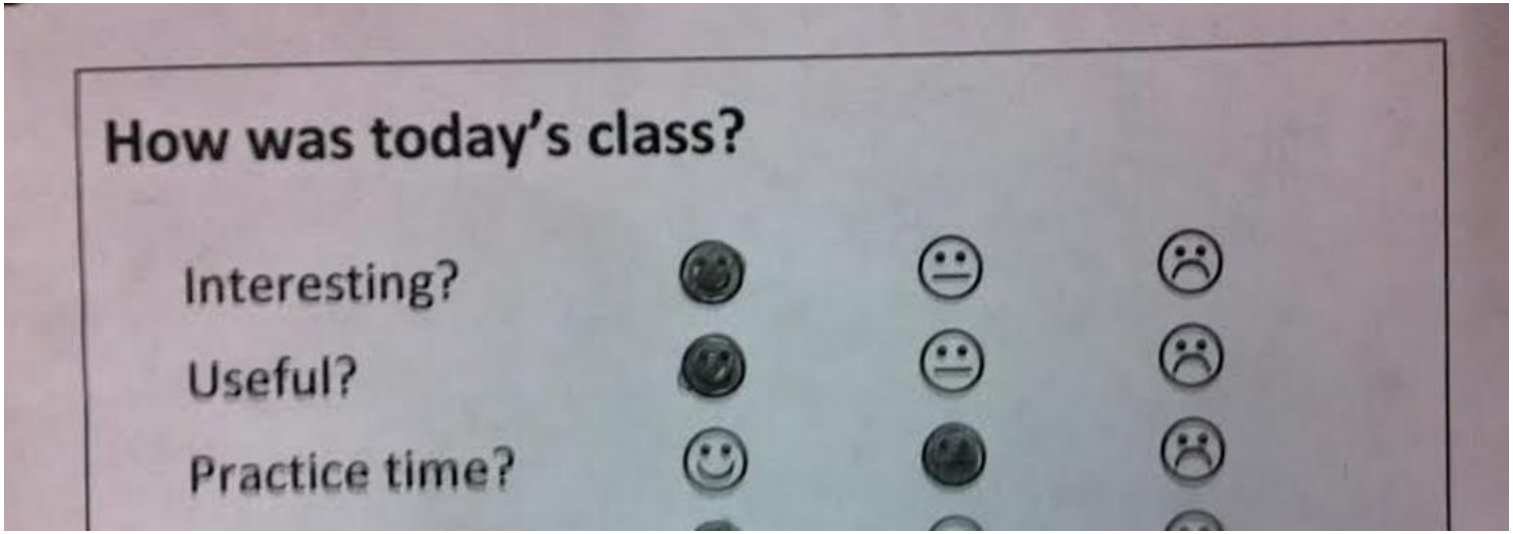
Advanced

- Not at all: 0
- A little: 0
- **Some: 6**
- **A lot: 10**

Intermediate

- Not at all: 0
- A little: 0
- **Some: 2**
- **A lot: 4**

What do ELLs think about flipping?



What do ELLs think about flipping?

- “I don’t tell my students that the learning is flipped.”
  - Robyn Brinks Lockwood (Stanford University)

3 Learning Strategies To Engage Millennials
We Aren't That Different -
Video Based Training

- Video production for millennials: **keep it short**
- Average YouTube video length is **~ 4 minutes**
- Millennials (born in early 1980s to early 2000s) prefer short media to quickly spark interest, keep their attention, and **get to the point**
- We are comfortable with video; make it **exciting and concise** to help us retain the info

http://www.allencomm.com/blog/2013/05/strategies-to-engage-millennials-we-arent-that-different/

Lessons Learned

- Trust/teacher-student relationship > technology
- “L” in FLIP (Learning Culture)
  - Different learning styles and preferences
- “I” in FLIP (Intentional Content)

Lessons Learned

Lessons Learned

The Flipped Classroom: Preparing Students for In-Class Learning with Online Activities

Survey of 34 Grammar Students (Intermediate – Advanced)

- Would you rather…
  A. read a grammar explanation in a grammar book?
  B. read a grammar explanation online?
  C. receive a video link?

Results

- 22/34 preferred videos
- 4/34 preferred reading

Videos

- Intro to Passive (for flipped instruction)
- Find/found (in response to an error)

How to flip?

Online Resources

- Web sites
  - Online exercises/quizzes
- Instructional videos
  - OSU Flipped ESL
  - Papa teach me
  - Andrew Screen's YouTube
- Content videos
  - Massive Open Online Courses (MOOCs)
  - Khan Academy
  - Academic Earth
- Learning tools
  - Just the Word
  - TED Ed
  - Dragon Dictation (app)

Flipping with Less Technology

- Limited Internet access?
  - Plan ahead
- Download YouTube videos and use them later WITHOUT Internet access

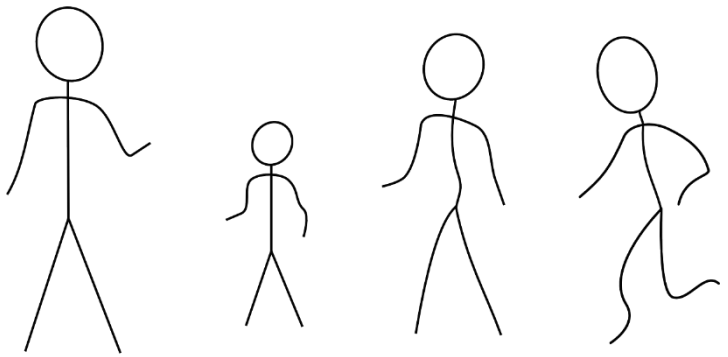
Flipping with Less Technology

- Polling in class without clickers?
  - Students show fingers
  - Students hold up colored paper

  - Global temperatures _____ for many years.
    - are rising
    - B. rose
    - C. have risen
    - D. have raised

Flipping with Less Technology

- Ask yourself “Should I really be flipping?”
- Flipping is good for effective learning because:
  - Video can be a more engaging mode than reading
  - Video can be replayed
  - Video can demonstrate ideas more clearly than impromptu explanations



Flipping with Less Technology

- How can we model what we want students to do?
  - Demonstrate effective strategies
  - Show model student work
  - Reward students for good behavior
  - Give quizzes

Rewind

- Flipping can better prepare students to ask good questions earlier in the unit

It’s not magic

Scaffolding

How to model effective behaviors

Tech

- Treat videos like lectures, not movies
- Take notes
- Bring your notes to class
- Be prepared to ask questions
- Be prepared to be quizzed

Low Tech

- Highlight, annotate
- Bring questions to class
- Be prepared to ask questions
- Be prepared to be quizzed

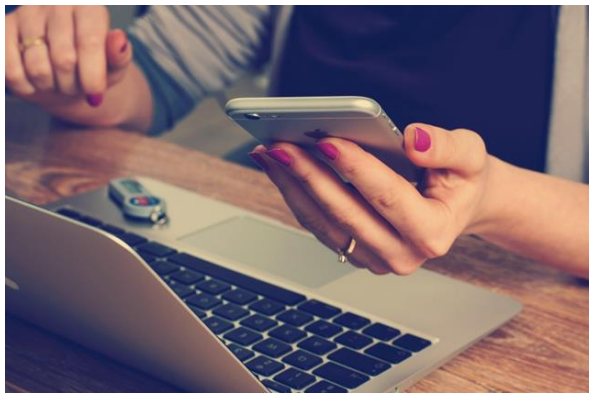
Different Perceptions

My view

- You watch video, take notes, ask questions in class or office hours.

Student view

- The Google effect: I have a question **right now**; I need an answer **right now.**



How can I help my students to be more autonomous learners?

Classic Student Quote

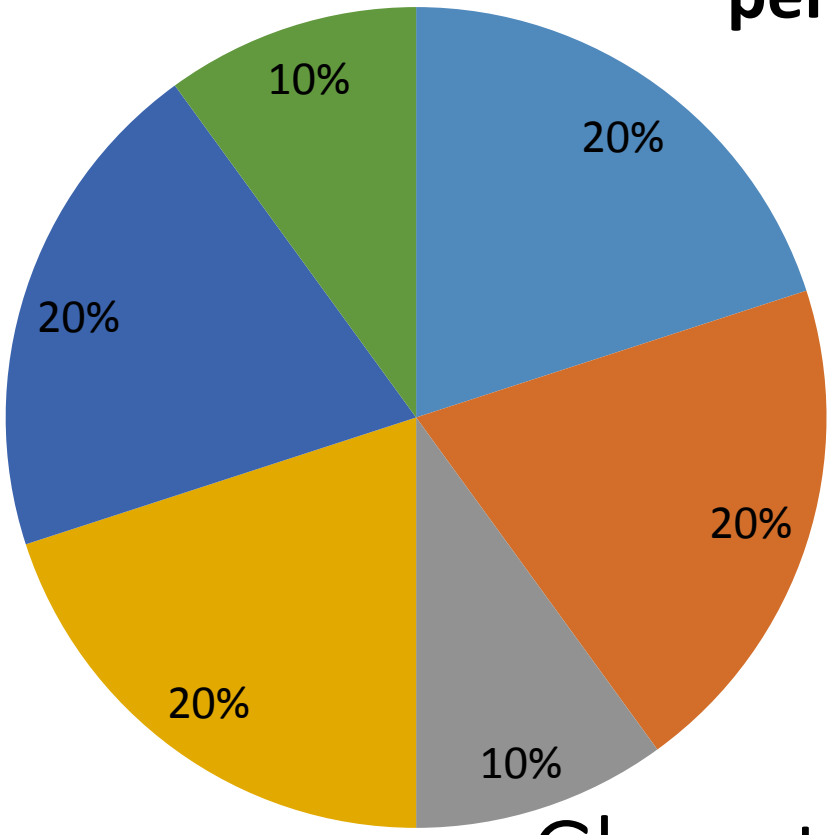
- “Are you going to teach us?”

Chinese Proverb

- “Your teacher can open the door, but you must enter by yourself.”

Teaching
Learning

How should class time be spent? (my perception)



Explanations/lectures

Pair work

Group work

Independent practice (with teacher feedback)

Quizzes/tests

HW review

Class time

Classic Student Quote

- “We “know” the grammar; we just need to practice it.”

“Teaching” Verb Tenses: Present, Present Progressive, Past, Past Progressive, Present Perfect

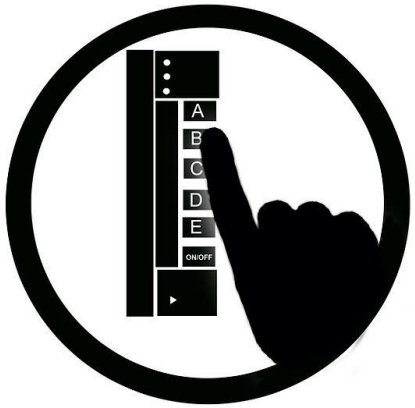
- PowerPoint presentation
- Chalkboard explanation
- Handout explanation
- Other

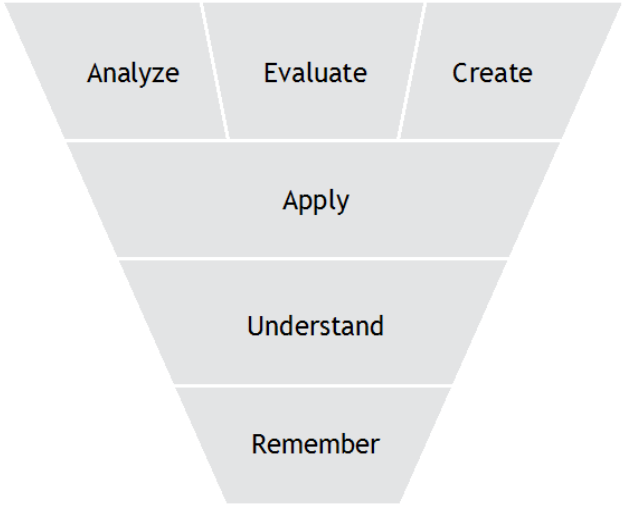
“Teaching” Verb Tenses

- Textbook explanations
- Video explanations
- Discovery task

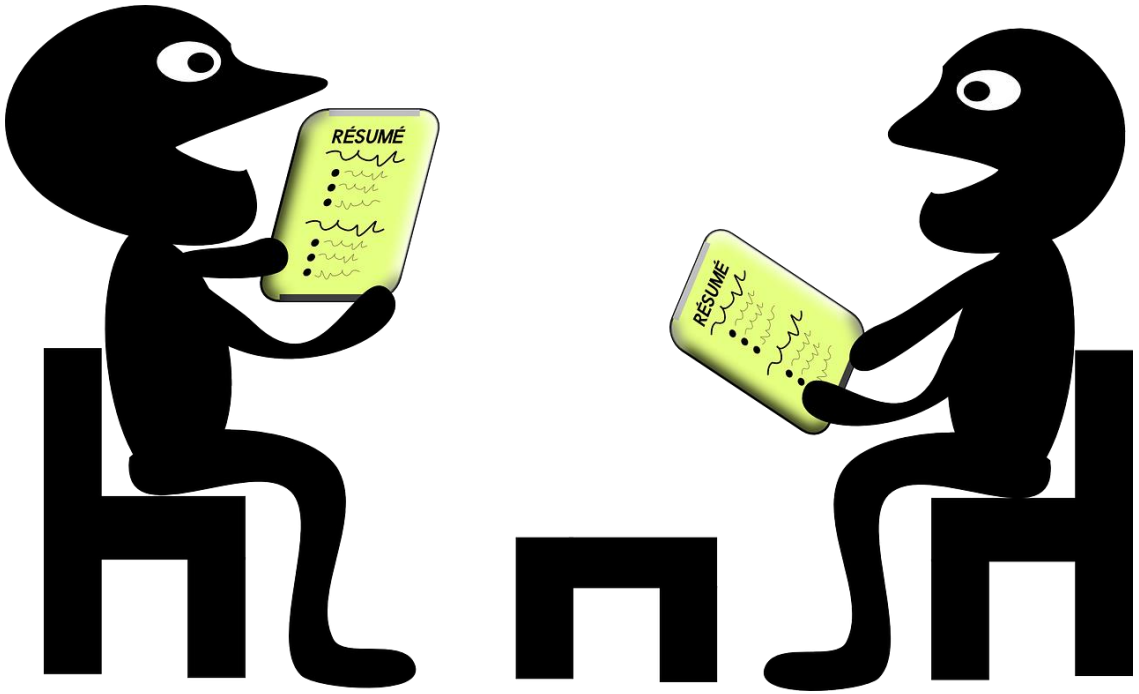
Unit Progression

- Bloom's Taxonomy
- Day 1 – Concept checking for recognition
- Day 2 – Error correction/tasks
- Day 2/3 - Tasks





Application



FLIP (**P**rofessional Educator)

- Provide feedback
  - Students want corrective feedback
  - Output without focus/attention is less meaningful

Practice + Feedback = Engaged Students

- Students LIKE authentic tasks
- Students LIKE feedback

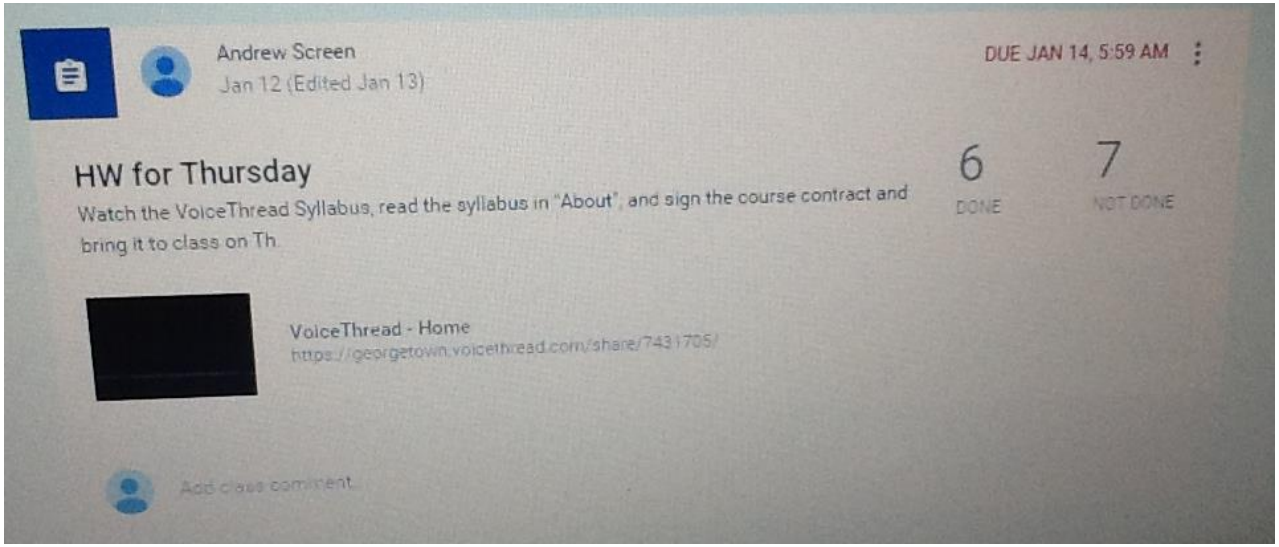
- Do happy, engaged students = better learners?

How to Flip…

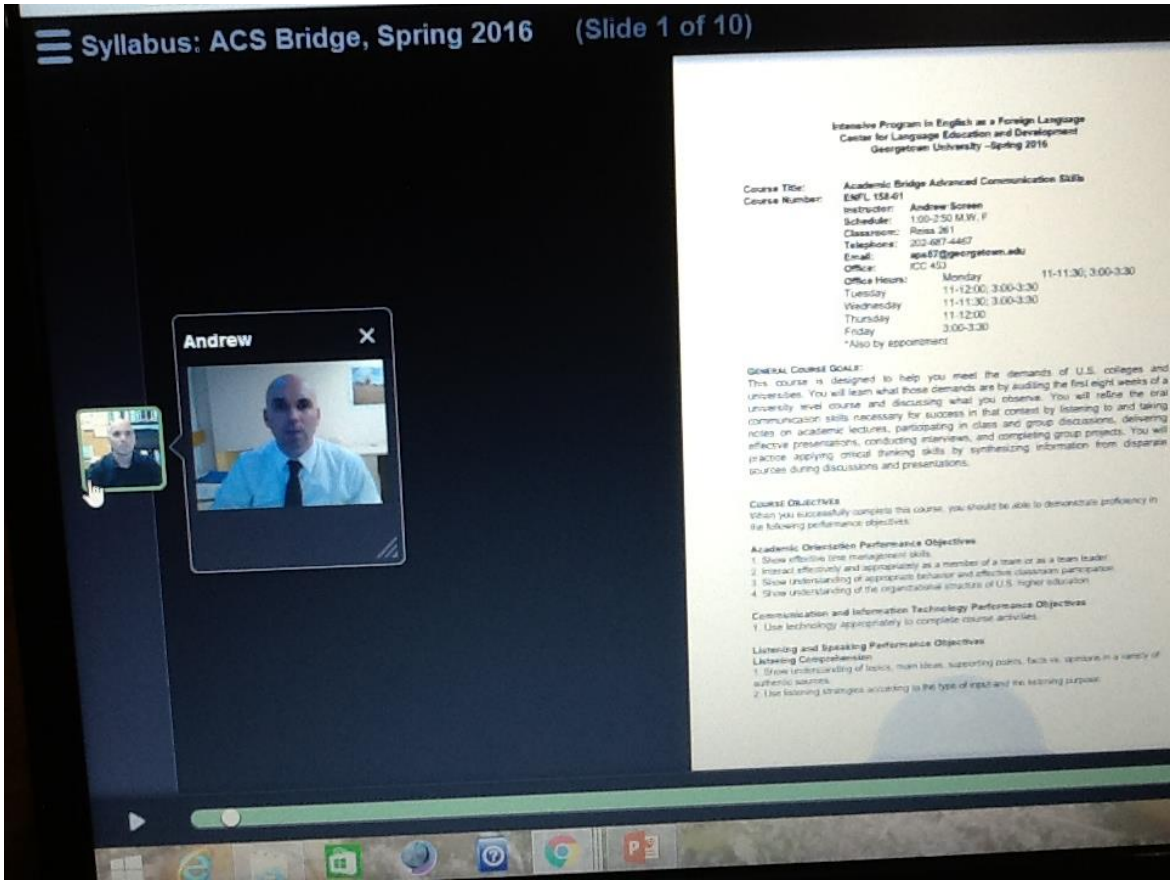
VoiceThread

- I video record my explanation of the syllabus
- Students watch the video (before FIRST DAY of class)

Syllabus Delivery via VoiceThread



Syllabus Delivery via VoiceThread

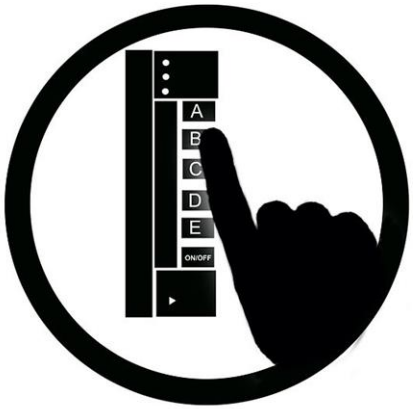


The Syllabus

- Syllabus overview = 15, 20, 30 minutes???
- Millennials listening to a syllabus explanation for that long?
- New students and continuing students receiving the same information at the same pace?

Syllabus Delivery via VoiceThread

- Reading/Watching my syllabus explanation becomes homework
- We spend 15, 20, 30 minutes checking understanding of syllabus
  - Clickers questions (pairs, teams) – “gamification”



The Flipped Syllabus (low tech)

- Students read syllabus for homework
- Students answer syllabus questions in teams
- Correct answers can be discussed (pairs, groups, whole class)
- *Scavenger hunt

How to flip?

Model the tools

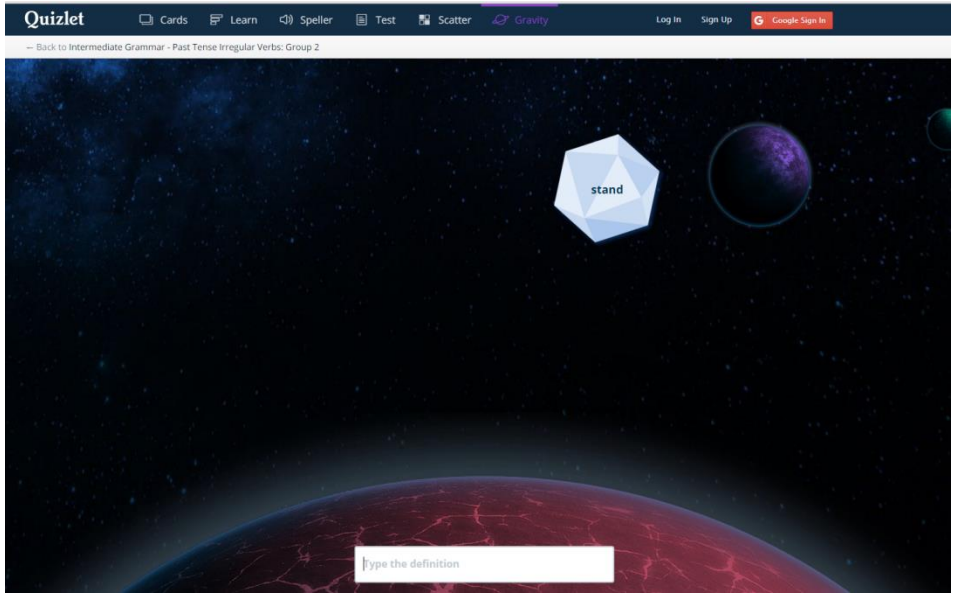
- Just the Word
- Quizlet
- Dragon Dictation (app)

Just The Word

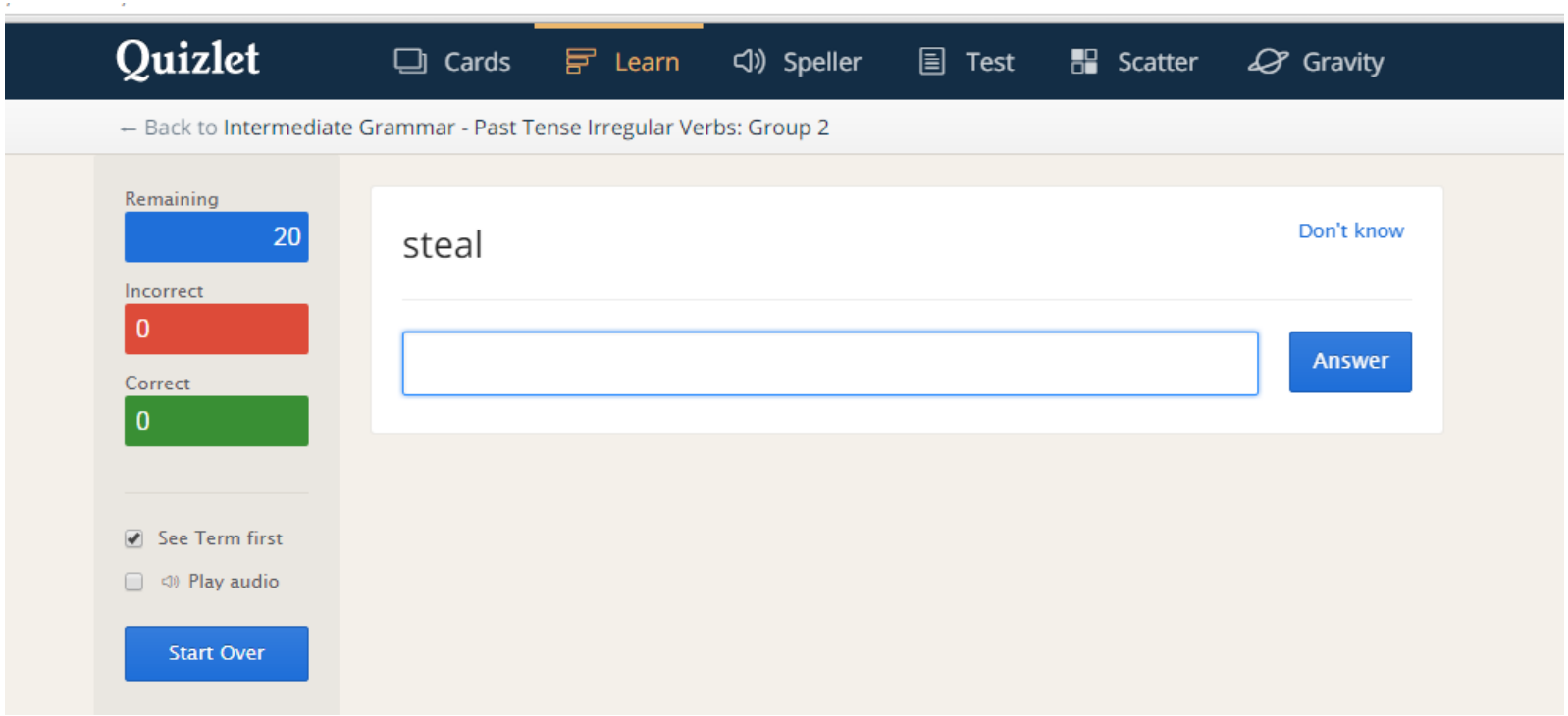
- Student says “make research”
- Solicit collocations with “research”
- _____ research
- Test their predictions
- This is a form of “gamification”

Gamification

- **Gamification** is the application of game-design elements and game principles in non-game contexts (Wikipedia).



Quizlet

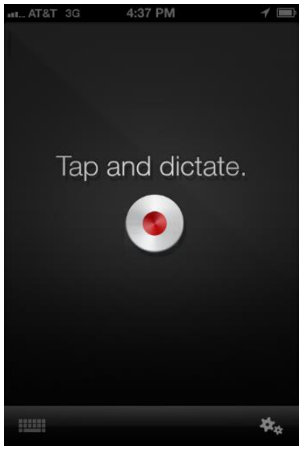

Quizlet
Cards
Learn
Speller
Test
Scatter
Gravity
← Back to Intermediate Grammar - Past Tense Irregular Verbs: Group 2
Remaining
20
Incorrect
0
Correct
0
See Term first
Play audio
Start Over
steal
Don't know
Answer

Quizlet

- Student writes “heared” instead of “heard”
- Open Quizlet and play the spelling game for 1 minute
- The 1-minute “teaser” has them addicted
- Students practice on Quizlet for homework
- This is a form of “gamification”

Dictation App (Dragon)

- Curious how you could use this with your students?



- Check out the supplemental materials for the webinar

Shared Class Notes: Google Doc

- This is a doc that is shared with everyone in the class
- The doc remains open during class
- I type anything I used to write on the chalkboard here
- Students are quizzed on the content in the doc regularly

Shared Class Notes: Google Doc

-Shared Class Notes:

Edit View Insert Format Tools Table Add-ons Help All changes saved in Drive

100% Normal text Arial 11

-colonial cologne---- eel
cologne - men perfume
-colonize
call an eyes

____ a business

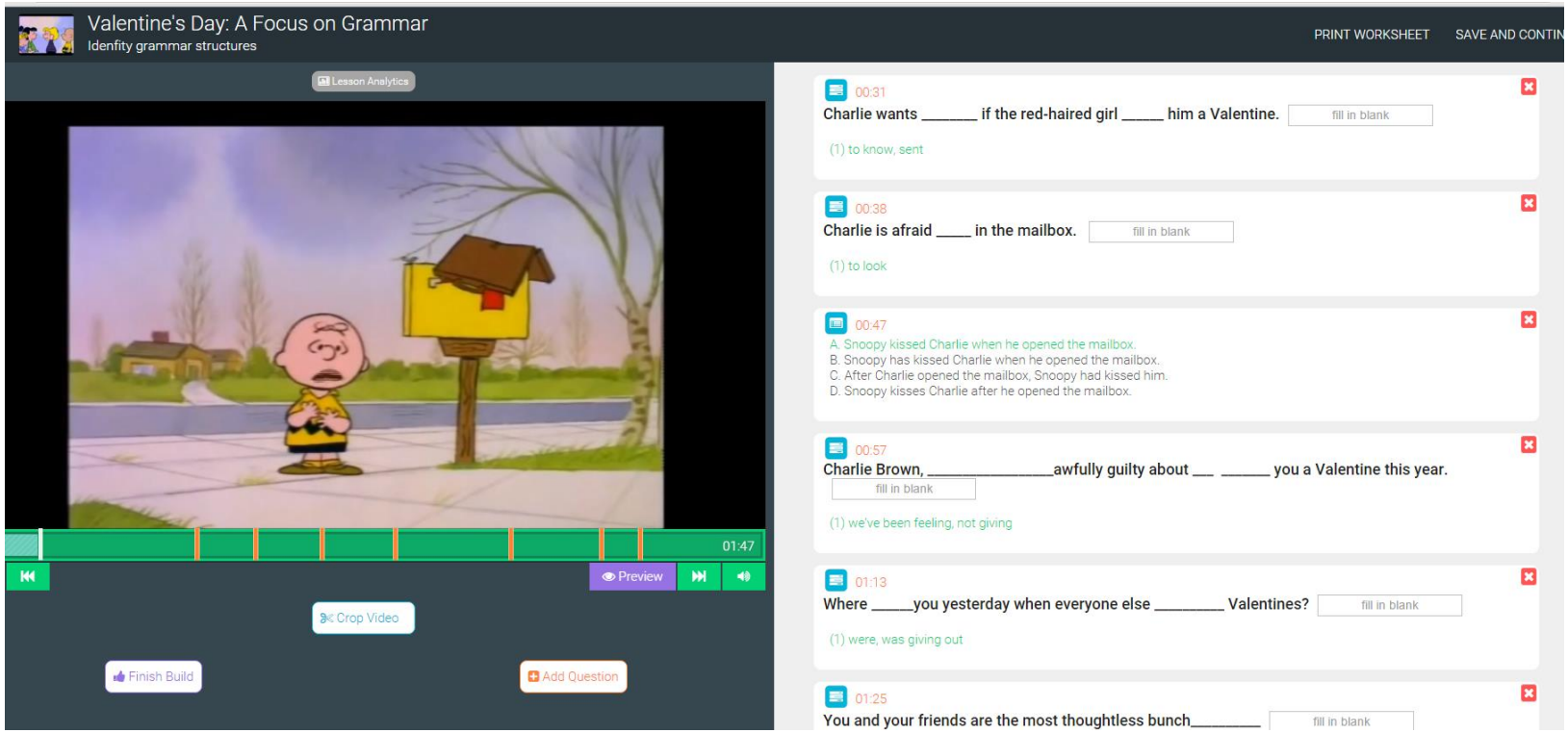
___ business

dope a mean
dopamine

addicted ____to
addiction - noun
addict (person)

ADDict

EduCanon

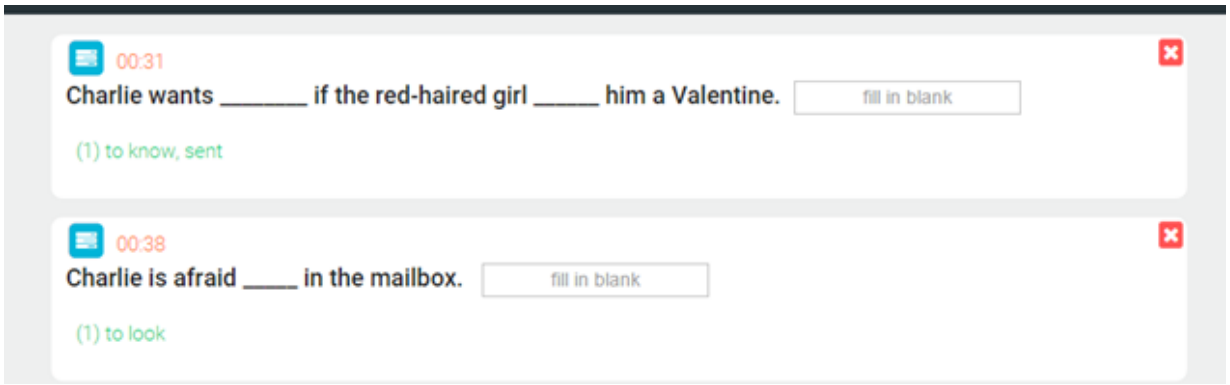

Valentine's Day: A Focus on Grammar
Idenfity grammar structures
PRINT WORKSHEET
SAVE AND CONTIN
Lesson Analytics
01:47
Preview
Crop Video
Finish Build
Add Question
00:31
Charlie wants _____ if the red-haired girl _____ him a Valentine.
fill in blank
(1) to know, sent
00:38
Charlie is afraid ____ in the mailbox.
fill in blank
(1) to look
00:47
A. Snoopy kissed Charlie when he opened the mailbox.
B. Snoopy has kissed Charlie when he opened the mailbox.
C. After Charlie opened the mailbox, Snoopy had kissed him.
D. Snoopy kisses Charlie after he opened the mailbox.
00:57
Charlie Brown, _____awfully guilty about ___ _____ you a Valentine this year.
fill in blank
(1) we've been feeling, not giving
01:13
Where _____you yesterday when everyone else _____ Valentines?
fill in blank
(1) were, was giving out
01:25
You and your friends are the most thoughtless bunch_____
fill in blank

EduCanon

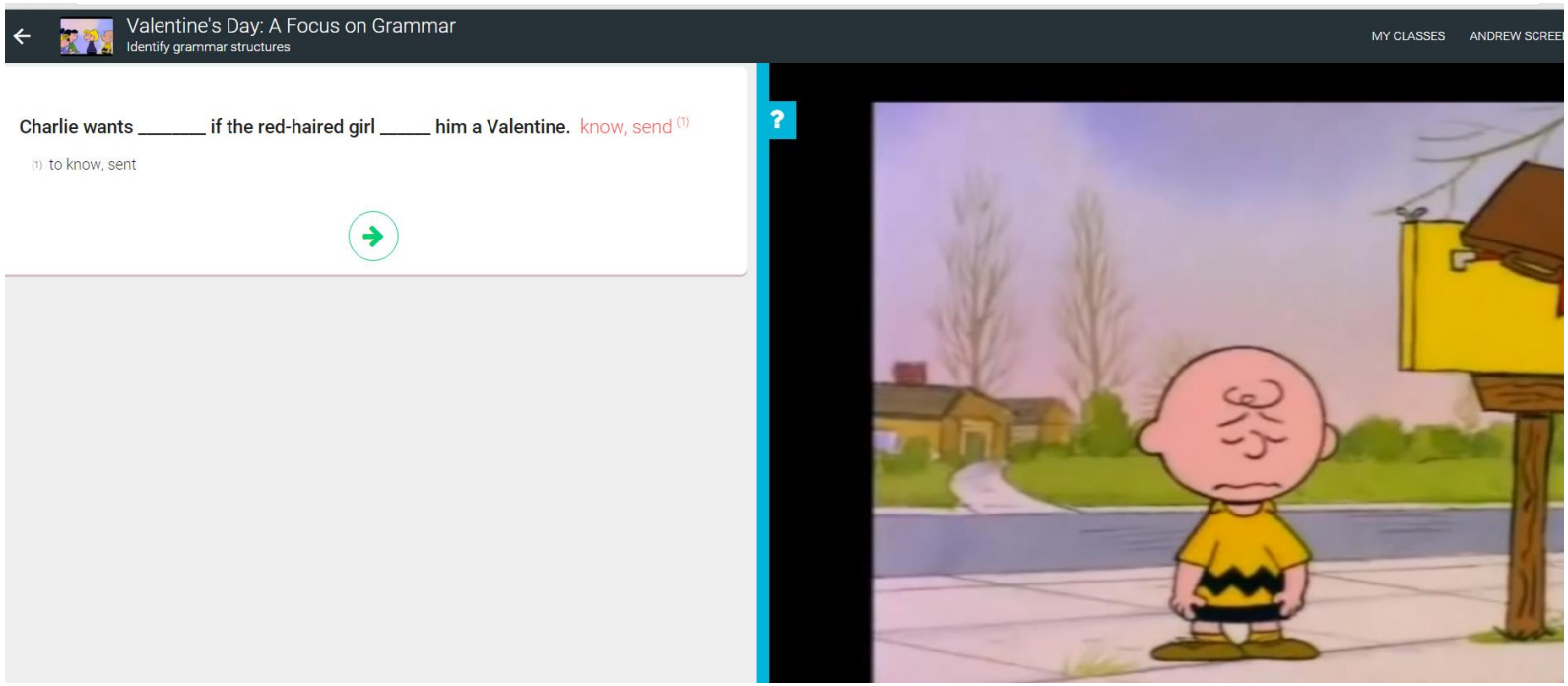
- This can be used in class
- Students vote on best answer

Or…

- This activity can be assigned for homework for listening/grammar practice



Immediate Feedback



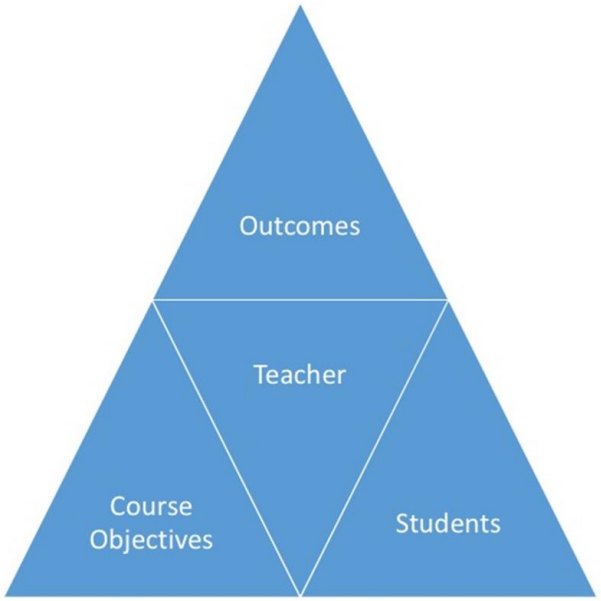
Final thoughts (advice) on Flipping and integrating in-class learning with online activities

Advice

- Know your context
- Identify a problem or an area that could be “improved”
- Start small
- Solicit feedback
- Iterate
- Repeat
- Mistakes are good learning opportunities, BUT minimize mistakes by piloting with low stakes

Advice

- Ask yourself, “How can I get my students to achieve the learning outcomes most efficiently?”



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Images

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